DOCUMENT RESUME

ED 163 794 FL 009 904

TITLE	Guidelines for Selecting English Language Training Programs.
INSTITUTION	Center for Applied Linguistics, Arlington, Va.
PUB DATE	Aug 78
NOTE	12p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Communicative Competence (Languages); Course Objectives; Educational Needs; Educational Objectives; *English (Second Language); *English for Special Purposes; *Guidelines; Instructional Materials; Instructional Staff; Language Instruction; Language Proficiency; *Language Programs; Language Skills; Needs Assessment; Postsecondary Education; Program Content; *Program Development; Program Guides; Teaching Methods

ABSTRACT

These guidelines are addressed to individuals, organizations, corporations or foreign governments who are considering placing students in English Language Training (ELT) programs. They outline steps to be taken and items to be considered in first determining needs, and then selecting an ELT contractor. Part One describes the necessary procedures to determine whether ELT should be undertaken. Part Two discusses ELT program goals, structure, staffing, content and materials that pertain to programs based in an English-speaking country and to those based in the home country. Although examples are drawn from U.S. programs, it is suggested that, with appropriate changes in details, the principles can be applied to any ELT program. The guidelines cover both pre-academic and non-academic (vocational or technical) training programs, and differences in programs are noted where applicable. The guidelines available from America-Mideast Educational and Training Services, Inc., Association of Teachers of English as a Second Language of the National Assocation for Foreign Student Affairs, Center for Applied Linguistics, Institute of International Education, Middle East Institute, National Council of Teachers of English, and Teachers of English to Speakers of Other Languages. The addresses of these organizations are provided. A list of additional resources completes the guide. (Author/AMH)

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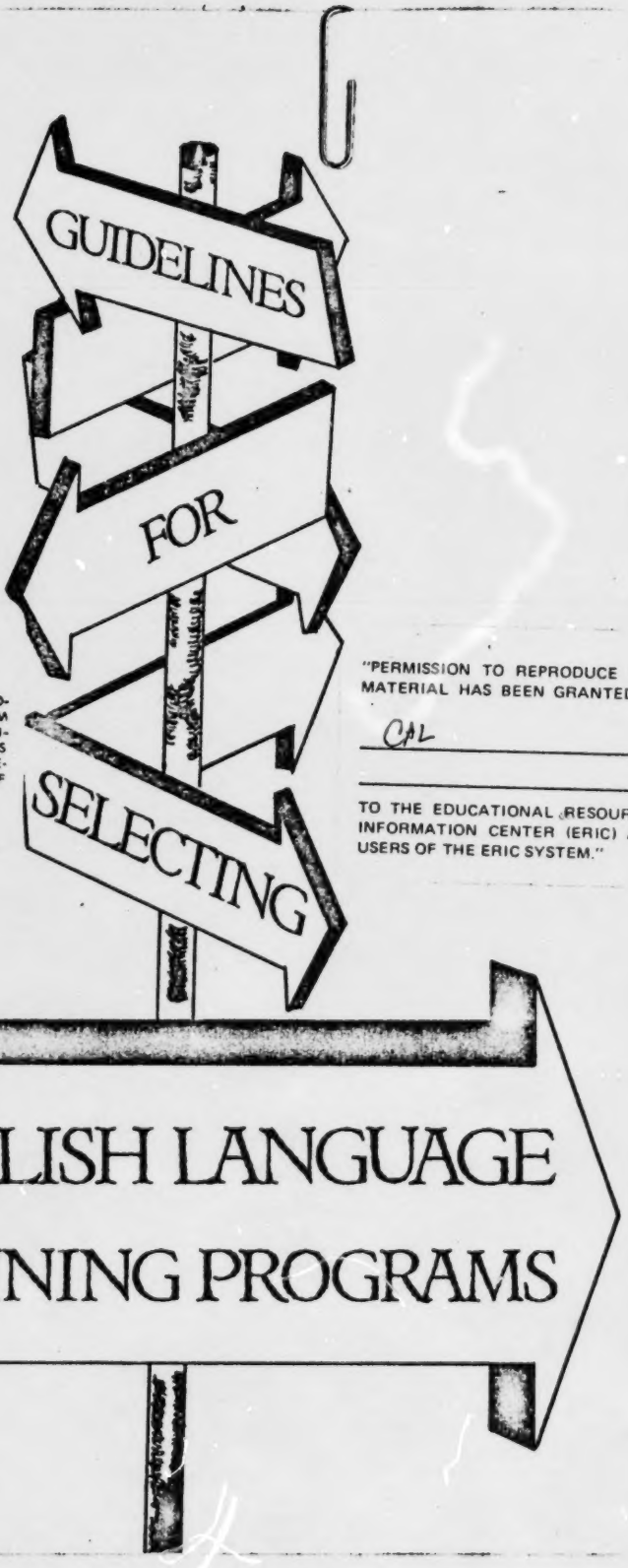

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INTRODUCTION

The Guidelines which follow resulted from a Conference held at the Center for Applied Linguistics in February, 1978. They are addressed to individuals, organizations, corporations, or foreign governments who are considering placing students in English Language Training (ELT) programs. They outline steps to be taken and items to be considered in first determining needs, and then selecting an ELT contractor. These Guidelines are not meant to be a complete "how to..." manual, nor are they geared to the English as a Foreign Language (EFL) professional. Rather, it is the hope of the Conference participants that these Guidelines will be an aid to those unfamiliar with the field of EFL, and a start in asking the important questions involved in English language training.

The Development of These Guidelines

The Conference was made possible by a grant from the Bureau of Educational and Cultural Affairs, U.S. Department of State. These Guidelines reflect the knowledge and experience of ELT specialists from American universities, U.S. government agencies, private corporations, and non-profit organizations. Sponsoring organizations were:

America-Mideast Educational and Training Services, Inc., 1717 Massachusetts Avenue NW, Washington, DC 20036

Association of Teachers of English as a Second Language of the National Association for Foreign Student Affairs (ATESL of NAFSA), 1860 19th Street NW, Washington, DC 20009

Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209

Institute of International Education, Orientation and Enrichment Programs, 809 United Nations Plaza, New York, NY 10017

Middle East Institute, 1761 N Street NW, Washington, DC 20036

National Council of Teachers of English (NCTE), 1111 Kenyon Road, Urbana, IL. 61801

Teachers of English to Speakers of Other Languages (TESOL), 455 Nevils Building, Georgetown University, Washington, DC 20057

Organization of These Guidelines

Part I outlines the necessary procedures to determine whether ELT should be undertaken. Part II discusses ELT program goals, structure, staffing, and content which pertain to both programs based in an English speaking country and those based in the home country. Throughout the text, examples are drawn from U.S. programs since Conference participants were most familiar with programs administered by U.S.-based organizations. With appropriate changes in details, the principles embodied can be applied to any ELT program. The Guidelines cover both pre-academic and non-academic (vocational or technical) training programs, and differences in programs are noted where applicable.

Acronyms and Abbreviations

The field of instruction in English for students whose native language is other than English goes by several terms. Most popular among them are:

- *EFL* (English as a Foreign Language)
- *ESOL* (English for Speakers of Other Languages)
- *ESL* (English as a Second Language)
- *TEFL* (Teaching English as a Foreign Language)
- *TESOL* (Teaching English to Speakers of Other Languages)
- *TESL* (Teaching English as a Second Language)

Throughout these Guidelines, for consistency, we have referred to the field as *English as a Foreign Language (EFL).*

- *ELT* (English Language Training). This term is used for programs geared toward the *use* of the English language, rather then the study of English literature.
- *ESP* (English for Special Purposes). This term refers to training programs and/or materials designed for specific knowledge areas, professions, or occupations. Examples of ESP would be: English for science and technology, English for medical students, English for engineers, English for airline pilots, English for auto mechanics, etc.
- *NAFSA* is the acronym for the National Association for Foreign Student Affairs.
- The acronym *TESOL* also refers to the professional organization, Teachers of English to Speakers of Other Languages.

Final Considerations

In choosing an ELT program, literature from prospective contractors should, of course, be considered. Sometimes such literature will cover many of the same points as these Guidelines. If it does not, no reputable contractor will resent specific inquiries about various aspects of a proposed program. Any school or contractor should be prepared to determine the interests, capabilities, and learning styles of a specific group of students, and if need be, alter existing programs to meet those needs. A tailor-made program may cost more, but in the long run, it may be less expensive than one using ELT methods and materials designed for different purposes, for use in another country, or for different students. It is always a good idea to know what kind of program is needed and how much money is available to pay for it.

I. DETERMINING THE NEED FOR ENGLISH LANGUAGE TRAINING (ELT)

A. The first step in preparing to contract for ELT services is to form a clear idea of the purposes for which the program participants will receive English training. Since most ELT programs are designed to prepare students to receive training related to specific objectives, definite goals beyond "learning a little English" must be established.

B. The second step is to conduct an evaluation of the population from which the program participants will be drawn. For this evaluation, it may be necessary to hire experts, that is, either citizens of the home country or foreigners, with an advanced degree in EFL, applied linguistics, or linguistics from a recognized English speaking university, and experience in ELT programs. This evaluation should determine:
   (1) which students will be in the program,
   (2) why these students need to learn English, and

(3) how much (if any) ELT these students have already had, and their precise achievement in English.

C. When the information from the evaluation is considered in conjunction with the program objectives, it will be possible to determine:

(1) whether or not ELT should be undertaken;

(2) what kind of ELT program would be most appropriate, i.e. general EFL, or English for Special Purposes (ESP); in an English speaking country or in the home country; etc.

(3) whether a commitment of time and money can be made which will permit the selected students to achieve the level of English proficiency they require.

(a) *Time.* The time required for meeting the language proficiency goals depends on such factors as the students' motivation and prior academic achievement, language learning aptitude and prior educational experience, native language, areas of specialization, whether students will be studying in an English speaking country, the extent to which students will be required to communicate with native English speakers, and, in general, the degree to which students will need to use English to successfully pursue academic or vocational career goals.

Experience suggests, for example, that students with no prior English instruction, preparing for study in an English speaking country, may need to spend as much as 840 hours, or 42 weeks, preparing for admission to an institution of higher learning or for vocational training. Additionally, it may be a wise policy to give students planning to study in an English speaking country introductory EFL prior to their departure so they will be prepared to face the problems of life in a society where there may be few or no speakers of their native language.

For some technical or vocational training programs based in the home country, the time required for ELT may be reduced. Some training programs are sequential, with trainees completing ELT before beginning vocational training. Others are overlapping, with the vocational training phased in while ELT is still in progress.

The problem of knowing how much English to provide students of a given proficiency level with particular language learning goals is a difficult and complex one. Decisions concerning the amount of language training require competent evaluation of English proficiency tests scores, students' previous English background, and students' progress once they are in the training program. While too little training can result in later failure, too much training can lead to boredom and frustration for students who are learning the language solely as a means to a professional goal.

The *English Language Proficiency Guidelines* published by the Association of Teachers of English as a Second Language of NAFSA (ATESL of NAFSA) provide more detailed information on English proficiency and training, and enumerate standards relating

to program staff and content for intensive/semi-intensive pre-academic language training in the U.S.

(b) *Costs.* Costs of programs will vary depending on a number of factors, including the kind of salaries necessary to attract a qualified staff, and the range of benefits paid to the staff. Costs for programs based in English speaking countries will differ from those in the home country on such items as support necessary for staff and students, magnitude of transportation and shipping charges, and several other complex elements. In so far as possible, the ELT contractor's presentation of costs should be absolutely clear and should explain with precision the cost of each budget item. For a new program, there should be a clear presentation of the cost effectiveness of the proposed activity. For an on-going program, expert outside assistance may be beneficial in determining cost effectiveness.

D. If it is determined that a commitment to ELT can be made, a school or contractor offering these services should be contacted. After reviewing the program objectives and the results of the evaluation, any contractor should be able to determine students' needs and propose specific ELT services. The following sections on ELT program goals, structure, staffing, and content are offered to assist in the selection of the ELT contractor who can provide the most appropriate services.

II. GUIDELINES FOR SELECTING AN ELT CONTRACTOR

A. Program Goals.

(1) ***Pre-academic Training.*** On completing ELT, academically qualified students should be proficient enough in English to commence a program of study designed for native English speakers. Specifically, students should:

(a) be able to communicate in a wide range of daily situations with native English speakers, if the program is based in an English speaking country;

(b) have a working command of English for educational purposes which includes the ability to participate and communicate effectively in programs of study conducted solely in the English language;

(c) have made a significant *start* on acquiring classroom strategies and study skills which includes following lectures and taking notes, using library resources, reading rapidly and selectively, and writing academic papers (Students may need advanced instruction in writing after admission to a university.);

(d) have attained a score on a generally recognized, standardized test of English which is acceptable to the academic institutions students hope to attend. Recognized tests include the *Test of English as a Foreign Language* (TOEFL), the *Comprehensive English Language Test for Speakers of English as a Second Language* (CELT),

and the *Michigan Test of English Language Proficiency.* Standardized test scores should be considered in conjunction with other evidence of student proficiency such as teachers' evaluations of classwork, achievement test scores, etc. [Note: English language proficiency is only one of several factors considered by U.S. schools when admitting students from abroad. Academic credentials and preparation to undertake the desired program are primary factors.]

(2) ***Non-academic Training.*** On completing ELT, qualified trainees should be proficient enough in English to commence a training course or an on-the-job program conducted in or requiring English. In addition to (a) and (b) above, trainees should:

(a) have made a significant *start* on acquiring classroom strategies and study skills which includes following lectures and demonstrations, consulting resource personnel, reading appropriate training materials, and writing reports of the kind required by their vocation (later, the trainees may need advanced instruction in writing if extensive writing is required by their fields.);

(b) have attained a score on a generally recognized, standardized test of English which has been determined to be appropriate for their needs;

OR

(c) have demonstrated their language competence in specific areas which previous experience has shown to be adequate for the requirements of training in their fields.

B. Program Structure.

(1) ***Student Orientation.*** Since students normally are familiar only with the way they have been taught traditionally, they should be oriented toward the kind of instruction to be given in the program, including teachers' expectations and the rationale underlying methods and materials. To be most effective, explanations of the program should be given in the students' native language. If the ELT program is based in an English speaking country, such explanations should be given — with translations — before departure from the home country and repeated upon arrival.

(2) ***School Facilities.*** School facilities away from home should include convenient access to a library or a materials resource center, recreation area, and a social room for students. Where possible, permanently assigned classrooms to facilitate the use of visual aids and bulletin boards should be the norm.

(3) ***Classroom Instruction.***

(a) *Class Size.* The optimum size is usually 10-15 students, with smaller classes for students who know little or no English.

(b) *Featured Skills.* In successful programs, different class periods focus on different skills such as listening, speaking, reading, or writing. If the program includes an ESP component, some of the

material used in the skill classes will be drawn from the particular field for which participants are being trained, or separate periods will be set aside to focus on those aspects of the basic skills which are especially needed in particular fields or for particular purposes.

(c) *Levels of Instruction.* In general, a program offering several levels of instruction comes closer to meeting individual students' needs than a program offering only elementary, intermediate, and advanced levels. Different levels of instruction include high-elementary, low-advanced, small-group work sessions within classes, regular use of tutors, specially prepared learning packets, etc.

(4) ***Maximizing Students' Contact with English.***

(a) Some U.S.-based programs, for instance, provide functional communication practice through extended stays in American homes, host family visits, conversation hours with native English speakers, and/or roommates from other language backgrounds if campus housing is used.

(b) Programs based in the home country may provide functional communication practice through informal meetings with native English speakers, extracurricular showings of English language films, radio and television broadcasts, and planned short visits to English speaking countries.

(5) ***Crosscultural Communication.*** In programs based in English speaking countries, provision should be made for handling of crosscultural subject information. Often in U.S. programs, for example, student advisors assist students with crosscultural matters, as well as help them with visa formalities, money exchange, etc. In some programs, cross-cultural communication is part of the curriculum.

(6) ***Student Progress.*** At regular intervals, responsible programs evaluate student progress and provide written reports to each student and each student's sponsor on their progress. Preferably, evaluations should be done every eight weeks.

C. Program Staffing.

Good language teaching is a complex endeavor requiring varied and specialized skills. Teachers' effectiveness depends partly on how many additional responsibilities they have. If teachers are burdened with such concerns as curriculum and materials development in addition to full-time teaching responsibilities, their primary effectiveness will be reduced. To ensure the realization of the objectives of the language program, these duties should be assigned to specialists. If they are assigned to classroom teachers, there should be a corresponding reduction in the teaching load.

(1) ***Total Program Staff.*** Good ELT programs usually have individuals qualified in:

(a) ELF teaching,
(b) EFL program administration,
(c) teacher supervision,
(d) language proficiency testing,

(e) curriculum development,
(f) students' vocational specialization, if the program is non-academic,
(g) student advising,
(h) audio-visual aids, and
(i) administrative and clerical support.

(2) ***Staff Qualifications.*** *All* staff members should have training in other languages and experience with different cultures.

(a) *Teachers.* Teachers should have completed a professional program in teaching English as a foreign or second language. Qualified teachers include those:

(1) with Master's degrees in TEFL/TESL or applied linguistics,
(2) with TEFL/TESL certificates,
(3) in TEFL/TESL diploma programs,
(4) who are supervised TEFL/TESL trainees, or
(5) with demonstrated, previous, successful experience in EFL teaching.

Personal qualities, professional competencies, and experience of EFL teachers are described in documents available from TESOL and NAFSA, listed in the additional resources section. [Note: If the program is based in the home country, at least some of the foreign teachers should have experience in teaching abroad and be familiar with the local region.]

(b) *Program Director.* The program director, in addition to the same qualifications as teachers, should have:

(1) at least two years teaching experience and
(2) successful previous administrative experience in ELT programs. [Note: If the program is based in the home country, the program director should be familiar with the language and customs of the country.]

(c) *Other Staff.* Staff members should have training and experience in their areas of specialization and be familiar with the culture, customs, and language needs of the students.

(3) ***Types of Teachers.*** Most universities, and at least some other EFL programs in English speaking countries, use some teaching assistants or interns who are graduate students working toward an M.A./M.S. or a Ph.D. This procedure is legitimate as long as the intern teachers are closely supervised by senior staff members with full-time commitments to the EFL program, and they are paid appropriately.

(4) ***Work Schedules.*** A maximum teaching day should involve no more than four hours of classroom contact with students. If additional duties are required of the teacher, the teaching load should be reduced accordingly.

(5) ***Teacher Salaries.*** Exact salaries vary, depending on institutional policy, geographic region, experience, training, and a number of other factors.

(a) American college and university teachers are usually ranked, from highest to lowest in salary and experience as: professor, associate

professor, assistant professor, lecturer or teacher, and teaching assistant. In addition to salaries, they receive certain benefits including health care insurance, sometimes life insurance, and/or retirement fund contributions.

(b) If the program is based in the home country, the salaries probably will require adjustments to reflect the local cost of living as well as working and living conditions for any staff imported from foreign countries. It may also be necessary to furnish other allowances, perhaps even housing, depending on local conditions.

D. Program Content.

The program content should be based on and clearly reflect English training goals. Course materials, teaching methods, and classroom procedures should be directly related to those areas of skill development (i.e. speaking, listening, reading, and writing) which have been identified as prerequisites to the students' academic or vocational training. There should be maximal opportunity for students to practice the skills being taught and to learn strategies for effective transfer of these skills to particular areas of interest. (Thus, for example, at the advanced levels of a pre-academic program, the listening comprehension segment of the program should include practice in listening to and taking notes on the type of lecture material students will hear in academic classes.) Students should also receive systematic feedback on their progress toward their particular language training goals.

(1) ***General Programs.*** Pre-academic EFL programs are usually based on the assumptions that all their students:
   (a) are approximately the same age,
   (b) have received appropriate pre-university academic training, and
   (c) come from a variety of language and cultural backgrounds. [Note: Similar backgrounds are assumed for ELT in the home country.]

(2) ***Specially Designed ELT Programs.*** If special programs are proposed to meet specific student needs and program objectives, the contractor must supply some proof that an appropriate evaluation has been undertaken to determine what those particular needs are, or that any evaluation which may already have been made by the client has been carefully considered. This applies to ELT programs in both English speaking countries and the home country. This evaluation should take into consideration:
   (a) students' ages,
   (b) students' levels of formal education already achieved,
   (c) students' levels of literacy already achieved,
   (d) students' existing levels of English proficiency,
   (e) students' precise needs for English language on completion of English study,
   (f) clients' precise needs for ELT, and
   (g) clients' ultimate objectives for these students once they have completed ELT.

The client and the contractor should maintain a continuous open

dialogue to ensure that these objectives are clearly understood by both parties.

(3) ***Program Materials.***

(a) The contractor must supply evidence that the materials used in the ELT program will achieve the client's objectives. It should not be assumed that one set of materials will meet the objectives of all programs, especially if the program is specifically designed for the client. The contractor must demonstrate that:

(1) the materials are appropriate for attaining the specified objectives;

(2) the materials offer the possibility of moving from one level of proficiency to the next;

(3) the materials focus on the development of the specific language skills required by the objectives of the program;

(4) the materials are organized in manageable segments for both students and teachers; and

(5) proficiency is being measured by administering and reporting scores from a generally recognized test of English proficiency or other examination which the contractor can prove effective.

(b) *Materials Development.* The contractor must supply evidence that the people developing (or selecting) the materials are:

(1) trained, experienced specialists in EFL materials development,

(2) familiar with the different languages and cultures of different countries, and

(3) knowledgeable about the language, culture, and specific training needs for specially designed ELT programs.

(c) *Audio-Visual Materials.* The contractor must demonstrate that the audio-visual materials proposed for the program are oriented toward developing competency in the specific language skills required by the students.

(d) *English for Special Purposes (ESP).* In general, materials for quality special purpose courses require more time to prepare and are more expensive because of the additional analyses required of job skills, language skills, and on-site testing. Preparation of new textbooks for a technical field not previously covered is especially expensive. The services of an independent specialist/consultant could be helpful in deciding to make or not to make a commitment to such a program.

(e) *Client's Rights to Materials.* The client's rights to materials developed for a special program vary, but both proprietary rights and residual rights should be agreed upon in writing in advance of the program.

ADDITIONAL RESOURCES

Blatchford, Charles H., ed. *Directory of Teacher Preparation Programs in TESOL*

and Bilingual Education 1976-1978. Washington, DC: TESOL, 1977.

Davis, Nina, Joan Kertis, and James O'Driscoll, eds. *English Language and Orientation Programs in the United States*. New York, NY: Institute of International Education, 1978.

Fanselow, John F. and Richard L. Light, eds. *Bilingual, ESOL and Foreign Language Teacher Preparation: Models, Practices, Issues*. Washington, DC: TESOL, 1977.

Robinette, Betty W., ed. *Guidelines: English Language Proficiency*. Washington, DC: NAFSA, 1977. [Also contains "Guidelines for Intensive and Semi-Intensive Programs," formulated by the Consortium of Intensive English Programs.]

TESOL. *Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States*. Washington, DC: TESOL, 1977.